

## **CHAPTER III**

### **RESEARCH METHOD**

Following the previous chapters, this chapter continues the progress of conducting the research. This chapter explained some points such as research design, research subject, data collection, technique and instrument, and data analysis.

#### **3.1 Research Design**

Qualitative method used to collect more details on a particular topic, and it assumes a single person represents the group emotions and feelings of a person are equally important to interpret which are ignored by the quantitative method (Rahi, 2017). Qualitative research is focus in understanding the total picture of phenomenon rather than breaking it down into variables (Ary, Jacobs, Sorensen, & Razavieh, 2010). The aims of the qualitative method were to examine a phenomenon as it was in rich detail and used small samples.

In this research, the researcher conducted the research about warm-up activity in English class at SD Negeri Mojorejo 01 Batu. The research design in this research was qualitative. The researcher wanted to explain kinds of warm-up activity, describe the implementation of warm-up activity, and find out the advantages of using warm-up activity in teaching English grade IV at SD Negeri Mojorejo 01 Batu.

#### **3.2 Research Subject**

This research was conducted in SD Negeri Mojorejo 01 Batu which located in Jl. Raya Mojorejo No.86 Batu. The subject of this research was a

teacher who was teaching English lesson. This research focused on class that used warm-up activity. In this research, the researchers took one class that was fourth grade at SD Negeri Mojorejo 01 Batu and consist of thirty one students. The reason was at that grade, students were able to think concretely and deeply. Students were already to understand the activities and their curiosities were at a peak during this period.

### **3.3 Data Collection**

The data collection was important because the data collection would determine the accuracy and the validity of the answer of this research questions. In generally there were two process of data collection in qualitative research such as interview and observation, however depending on what researcher was researching, researcher's research also may include another process that's frequently used, that of studying documents (Farber, 2006).

#### **3.3.1 Technique and Instrument**

The research technique is the way that researchers do in implementing a method while research instrument is a tool used to collect the data. The research techniques that used in the qualitative method were interviews and classroom observations (Zohrabi, 2013). In this research, there were some techniques and instruments that researcher used as follows:

##### **3.3.1.1 Observation**

Observation can take place through two methods such as: in nonparticipant observation, the observer only watches and records all of activity in classroom

while participant observation, the observer become one of the members and joins all activities as the subject (Zohrabi, 2013).

In this research, the researcher used nonparticipant observation. The purposes were to get the valid data and natural situation. In this observation, the researcher observed learning activity at IV Grade class to get the data such as, kinds of warm-up activity, the implementation of warm-up activity, and the advantages of using warm-up activity.

The researcher did observation field note as an instrument and recorded the warm-up activity by using video recording. The researcher focused on collecting data and information from IV Grade class by joining the class passively. The researcher sat in the back row and observed the teaching process.

#### **3.3.1.2 Interview**

Understanding participants' experiences, how they describe those experiences and the meaning they make of those experiences can get from Interviews, because interview gave researchers a rich and detailed qualitative data (Rubin & Rubin as cited in Montoya, 2016).

There were two types of interview which were structured and unstructured interview. A structured interview asked all respondents the set of same questions, in the same order, and using the same word and mostly the type of answer yes or no (Alshenqeeti, 2014). On the other hand, the unstructured interview is an open situation through which a greater freedom and flexibility is offered between interviewers and interviewees (Gubrium & Holstein as cited in Alshenqeeti, 2014).

In this research, the researcher used the unstructured interview. The purposes were to get data more specific, relevant to the research question, and natural. The questions based on the situation that happens in the classroom.

In this interview in outline the researcher wanted to know kinds of warm-up activity that teacher often used, the difficulty faced by the teacher in teaching English at fourth grade, and did warm-up really help teacher in raising the interest and attention of students to follow the English lesson. The researcher used interview guide as an instrument and also record all conversation.

### **3.3.2 Procedure**

In doing this research, the researcher used observation and interview to collect the data. There were some steps to collect the data as follows:

1. Asking permission to principal at SD Negeri Mojorejo 01 Batu.
2. Meeting with an English teacher to prepare and conduct the research activity.
3. Arranging the schedule to conduct the research.
4. Doing the observation and taking video of learning activity in the class. In this step, the researcher does the non-participant observation. The researcher joins the class passively and records video all of data about the use of a warm-up activity, the implementation of warm-up, and the advantages of warm-up. The observation is done.
5. Making a preparation of interview guide.
6. Doing an interview with the teacher to clarify the findings in the observation and identify kinds of warm-up activity, the

implementation of warm-up activity, and the advantages of warm-up activity. The responses were recorded on audio tape and make an interview transcript. In gaining the data by using the unstructured interview.

### 3.4 Data Analysis

After collecting the data, the researcher began to analyze and identify. The steps were as follows:

1. Explaining the kinds of warm-up activity based on the data.
2. Describing the implementation of warm-up activity.
3. Finding out the advantages of using warm-up activity. The result is put into a table below.

Meeting	Topic of Lesson	Kinds of Warm-up Activity	Advantages of Warm-up Activity
.....	.....	.....	.....
.....	.....	.....	.....

Table 1 The Advantages of Using Warm-up

4. Interpreting the whole data.

Collected the data result from observation and interview to answer the research problems then compare to theories in chapter two.

5. Drawing conclusion based on the finding.